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ABSTRACT

This "how-to" booklet was compiled by Oklahoma's "Phonics Task Force" to help teachers of K-3 students further incorporate phonics into daily reading instruction using a systematic approach--one that is logical, sequential, and orderly. The booklet states that the use of phonics in Oklahoma's core curriculum has been promoted since 1991. It also states that the 'Phonics Task Force," compiled of exceptional elementary school teachers, administrators, and reading specialists, developed the booklet to assist elementary classroom teachers document reading skill development in their students. Pointing out that the phonics method has been proven to work for many students, the booklet's "Phonics Tool Kit" contains reading record sheets for the following seven reading categories: print awareness, phonemic awareness, phonics, oral reading, comprehension, spelling, and writing. (Contains a glossary of terms and a 50-item list of teacher resources.) (NKA)

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READING: PHONICS TOOL KIT

Developed by
Superintendent Sandy
Garrett's Phonics Task
Force

Priority Academic Student
Skills (PASS)
Oklahoma's Core Curriculum

Foreword

As part of our Reading First Inititative last year, I appointed a Phonics Task Force and asked them to compile this "how-to" book to help teachers of K-3 students further incorporate phonics into daily reading instruction using a systematic approach - one that is logical, sequential and orderly. Although we have always promoted the use of phonics in our core curriculum (since 1991) and as a former teacher of reading myself, I think this information is needed in every classroom of early grade teachers.

The Phonics Task Force, compiled of exceptional elementary teachers, administrators and reading specialists, has developed this manual to assist elementary classroom teachers document reading skill development.

Many teachers are graduating from our colleges of education with little - if any - formal training in phonics. Though phonics is not the only way to effectively teach boys and girls how to read, it is one method that has been proven to work for many students. The Phonics Tool Kit contains reading record sheets for the following seven reading categories: print awareness, phonemic awareness, phonics, oral reading, comprehension, spelling and writing.

In 1997, I asked principals and superintendents to develop comprehensive local action plans to make reading the priority for their schools. To do so, I asked them to conduct a reading audit in conjunction with parents and community leaders, and to enhance the professional development of their teachers. This handbook is the next logical step, as it provides teachers with additional tools to use in teaching reading, strategies which build upon each school's locally adopted plans and is a step on the road to Oklahoma becoming a state of "Reader Leaders."

Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Legend

+ Exhibits reading behavior consistently
✓ Making Progress
— Has not exhibited the behavior

Print Awareness

Learners' understanding of the characteristics of written language

Shaded box indicates suggested grade level	Date of Observation				Teacher Comments
K 1 2 3 Book orientation right side up front and back of book					
K 1 2 3 Book parts: book cover title page					
K 1 2 3 Directionality of print: left to right sweep left page before right page top to bottom					
K 1 2 3 Match spoken word to print					
K 1 2 3 Distinguishes between a letter and a word					
K 1 2 3 Print is written language					

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Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Phonemic Awareness

Ability to detect and change sounds in spoken language (precedes phonics instruction)

Shaded box indicates suggested grade level	Date of Observation	Teacher Comments
K 1 2 3 Rhyming words recognizes produces		
K 1 2 3 Identifies onsets (all the sounds that come before the first vowel) and rimes (first vowel and all the sounds that follow)		
K 1 2 3 Distinguishes beginning sounds in spoken words		
K 1 2 3 Blends phonemes		
K 1 2 3 Segment phonemes: words into word parts word parts into phonemes		
K 1 2 3 Deletes phonemes		
K 1 2 3 Counts phonemes		

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Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Phonics

Ability to app'y sound-symbol relationships (this is not a determined sequence for teaching)

Shaded box indicates suggested grade level	Date of Observation				Teacher Comments
K 1 2 3 Identifies alphabet by name sound					
K 1 2 3 Distinguishes upper and lower case letters					
K 1 2 3 Distinguishes beginning consonant sounds					
K 1 2 3 Distinguishes ending consonant sounds					
K 1 2 3 Distinguishes medial consonant sounds					
K 1 2 3 Distinguishes short vowel consonant sounds					
K 1 2 3 Distinguishes long vowel sounds					
K 1 2 3 Uses most reliable vowel rules					

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Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Phonics
(continued)

Shaded box indicates suggested grade level	Date of Observation				Teacher Comments
K 1 2 3 Uses onsets and rimes to decode words					
K 1 2 3 Uses blends to decode words					
K 1 2 3 Uses digraphs to decode words					
K 1 2 3 Reads high frequency words automatically					
K 1 2 3 Recognizes and uses compound words					
K 1 2 3 Recognizes and uses contractions					
K 1 2 3 Recognizes and uses syllabication					
K 1 2 3 Recognizes and uses base words and affixes					

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Reading/Phonics Record Sheet

Student's Name _____ Year _____ _____

Teacher's Name _____ Grade ___ K ___ 1 ___ 2 ___ 3

Oral Reading

Process of reading aloud to communicate

Shaded box indicates suggested grade level	Date of Observation				Teacher Comments
K 1 2 3 Determines unknown work by using decoding skills and context clues					
K 1 2 3 Adjusts pace and voice intonations when reading aloud					
K 1 2 3 Oral reading accuracy at 90-94% (instructional level) or 95-100% (independent level)*					
K 1 2 3 Uses punctuation for meaning					
K 1 2 3 Reads decodable text fluently					

*Example: Total number of words read correctly divided by the total number of words in the passage equals the accuracy rate.

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Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Comprehension

goal of all reading instruction (phonics instruction is linked to all reading and writing)

Shaded box indicates suggested grade level	Date of Observation	Teacher Comments
K 1 2 3 Connects prior knowledge to text		
K 1 2 3 Retells a story read to student read by student		
K 1 2 3 Places events in sequential order		
K 1 2 3 Makes predictions and confirms after reading / listening to text		

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Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Comprehension
(continued)

Shaded box indicates suggested grade level	Date of Observation				Teacher Comments
K 1 2 3 Monitors for understanding Uses a variety of strategies to "fix" the problem including rereading					
K 1 2 3 Generates questions to integrate information					
K 1 2 3 Distinguishes between reality and fantasy					
K 1 2 3 Distinguishes between fact and opinion					
K 1 2 3 Summarizes main points and events					
K 1 2 3 Recognizes cause/effect relationships					

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Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Spelling

process of representing language by means of a writing system

Shaded box indicates suggested grade level	Date of Observation				Teacher Comments
K 1 2 3 Uses transitional or temporary spelling					
K 1 2 3 Applies phonics and word analysis strategies in attempting to spell					
K 1 2 3 Uses spelling generalizations or rules					
K 1 2 3 Writes some words using conventional spelling					

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Reading/Phonics Record Sheet

Student's Name _____ Year _____

Teacher's Name _____ Grade ___K ___1 ___2 ___3

Writing

written speech

Shaded box indicates suggested grade level	Date of Observation				Teacher Comments
K 1 2 3 Participates in frequent writing opportunities					
K 1 2 3 Uses the writing process of prewriting, writing and rewriting					
K 1 2 3 Uses spaces between words					
K 1 2 3 Uses correct captilization					
K 1 2 3 Uses correct punctuation					

Reading/Phonics Record Sheet

Glossary

antonyms: words which have opposite meanings (hot and cold)

base word: a word to which a prefix or suffix may be added to form a new word (go + ing = going)

compound word: a word made by putting two or more words together (cowboy)

consonant blend: the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard (bl, gr, sp, etc.)

consonant digraph: consists of two consonants that together represent one sound (sh, ch, th, wh)

consonants: the remaining letters of the alphabet and usually include y and w; single sound made by a parted or complete obstruction of air

context clue: the information from the immediate textual setting that helps identify a word or word group

contraction: a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters by an apostrophe (cannot = can't)

convention: accepted practice in written language

decode: to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning

diphthong: a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast that they are considered one syllable (ou, ow, oi/oy)

directionality: the ability to perceive spatial orientation accurately (left to right)

fluency: freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity, the ability to produce words or larger language units in a limited time interval

homographs: words which are spelled alike but have different sounds and meanings (bow and arrow vs bow of a ship)

homonyms: words which sound the same but have different spellings and meanings (bear, bare)

independent reading level: the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension (see page 5)

instructional reading level: the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support (see page 5)

medial: coming in the middle of a word

onset: all of the sounds in a word that came before the first vowel

root word: a word with no prefix or suffix added; may also be referred to as a *base word*

schwa: the vowel sound heard at the beginning of the word *about* and represented by the symbol /a/ and any of the vowel letters (carrot, alone)

sight word: any word recognized by memory only

silent e: an e that makes no sound that is usually found in the final position of an English root word

soft c and g rule: when c or g is followed by e, i, or y, it is usually soft

structural analysis: the process of using knowledge of root words, endings, and affixes to decode words

suffix: a syllable or group of syllables attached to the end of a word or root to change its meaning (s, ed, ing)

syllabication: the division of words into syllables

syllable: a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound

synonyms: words which have the same meaning

transitional spelling: the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works

vowel digraph: two vowels pronounced in such a way that the letters together stand for one sound (/a/ in sleigh)

vowels: a, e, i, o, u and sometimes y and w, made without any air obstruction

y as a vowel rule: if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e

pacing: setting one's own reading rate by using a pattern appropriate for the reading task

phonemes: a minimal sound unit of speech that distinguishes one word from another (lace, lake)

phonemic awareness: a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blendings then into syllables and words

phonics: a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blending them into syllables and words

prediction strategy: a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech

prefix: a syllable or group of syllables attached to the beginning of a word or root to change its meaning (reprint, unpack, dislike)

prior knowledge: knowing that stems from previous experience. Note: prior knowledge is a key component of schema theories of reading and comprehension

rime: the first vowel in a word and all the sounds that follow

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